

# DOCUMENT RESUME

ED 222 729

CE 034 196

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**TITLE** Spelling for the Office. Office Occupations. Audiovisual Package. Instructor's Guide. Student Activity Packet.  
**INSTITUTION** East Texas State Univ., Commerce. Occupational Curriculum Lab.  
**SPONS AGENCY** Texas Education Agency, Austin. Dept. of Occupational Education and Technology.  
**PUB DATE** 82  
**NOTE** 55p.; For related documents see CE 034 189-197 and CE 034 371.  
**AVAILABLE FROM** Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428 (Write for price).  
**PUB TYPE** Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)  
**EDRS PRICE** MF01 Plus Postage. PC Not Available from EDRS.  
**DESCRIPTORS** Behavioral Objectives; \*Business English; Business Skills; Check Lists; Clerical Occupations; Competency Based Education; Job Skills; Learning Activities; Learning Modules; Office Occupations; \*Office Occupations Education; Postsecondary Education; Scripts; \*Secretaries; \*Spelling; Teaching Guides

## ABSTRACT

This instructor's guide and student activity packet (together with a slide/tape presentation not available here) comprise a module for the postsecondary office occupations education competency area of spelling for the office. Modules for other competency areas are available separately. The purpose stated for the module is to help students refine and improve spelling skills in those categories of spelling problems that have traditionally caused difficulty for workers at all levels of employment. The instructor's guide includes an introduction, performance objectives, special notes to instructor, time and facilities, suggestions for discussion, optional student activities, suggested evaluation criteria, keys to student activities, the narrative for the slide/tape presentation, and a list of resources and references. Contents of the student activity packet include an introduction, performance objectives, necessary resource materials, directions for completing the activities provided, a student checksheet for taking notes during the slide/tape presentation, and the activities to be completed in order to master the competencies on which the module is based. (YLB)

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ED2222729

# OFFICE OCCUPATIONS

## SPELLING FOR THE OFFICE

Audiovisual Package

Instructor's Guide  
Student Activity Packet

Prepared by Diane E. Johnson

Published by  
Occupational Curriculum Laboratory  
Secondary and Higher Education  
East Texas State University  
Commerce, Texas

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# SPELLING FOR THE OFFICE

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## INTRODUCTION

This module, made up of a slide/tape presentation and accompanying printed materials, was developed as a result of a proposal funded by the Texas Education Agency to the Occupational Curriculum Laboratory at East Texas State University. Based on the results of a needs assessment of selected postsecondary office occupations instructors from across the state of Texas, this and several other modules were developed to provide instructional materials in competency areas that require formal classroom training. Selected postsecondary office occupations instructors assisted in the development, field review, and evaluation of the final product. To further insure the usability of these products, they were evaluated by members of a business advisory committee and tested by postsecondary office occupations students.

All of the materials in these modules have been developed with student needs and interests in mind and are designed with the flexibility for use as supplementary or primary teaching aids in many of the office occupations classes. The overall reading level of the printed material in this particular package is 9.60 as calculated according to the FOG Index. Overall reading level of the script is 9.50. In general, these reading level scores are consistent with those which can be expected of postsecondary students. The added audio and visual stimuli help insure understanding by those students whose reading levels do not meet these expectations.

Included in each slide/tape package are a set of full-color slides, a script, a cassette tape, an instructor's guide, and a student activity packet. Each instructor's guide includes general instructions for use by an individual or in a group setting, the narrative for the slide/tape presentation, and specific instructions on how to use the materials in a particular package. The specific instructions section contains the performance objectives, suggestions for class discussion, special notes to the instructor, optional student activities, solutions for the activities completed by the students, and suggestions for evaluation of the work produced.

The student activity packet consists of a section on information the student must know in order to complete the activities, the performance objectives to be attained, any necessary resource materials, and the activities to be completed in order to master the competencies on which the module is based.

## ACKNOWLEDGMENTS

We extend special thanks to the following committee members and their employers for their cooperation in reviewing, evaluating, and testing the materials developed through this project:

### Business Advisory Committee

Nancy Hunsucker, Administrative Manager, Kelly Services  
Carol J. Lucas, Employment Assistant, Lone Star Gas Company  
Dr. Christine Smart, Consultant, Texas Education Agency  
Andy Wimpee, Field Vice-President, Kelly Services

### Technical Advisory Committee

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### Teacher Advisory Committee

Lunette Dickson, South Plains College  
Alejandro A. Garcia, Laredo Junior College  
Virginia L. McKenzie, Tarrant County Junior College, South Campus  
Annie Williamson, Lamar University at Orange

In addition to these specific individuals, selected students at Laredo Junior College and at Tarrant County Junior College, South Campus, have tested these materials in their draft form and have provided valuable input for assuring that the final product meets the needs of the students for whose use this instructional package is intended.

Appreciation is also given to the following individuals and institutions for their support, cooperation, and technical assistance.

East Texas State University, Occupational Curriculum Laboratory

Lee Hanley, Photographer  
Frances Hyatt, Editor  
Robert Norsworthy, Artist

# ***INSTRUCTOR'S GUIDE***

# SPELLING FOR THE OFFICE

## INSTRUCTOR'S GUIDE

### GENERAL INSTRUCTIONS

#### Equipment Needed

Before using this presentation, make sure that arrangements have been made to have the following equipment available: a slide projector, a projection screen, and a cassette recorder/player.

Make sure that all equipment is working properly.

#### Preparations Before Class

1. Preview the slide/tape presentation and determine how it will be used in your class.
2. Plan short but relevant introductions to tell students what to look for in the slide/tape presentation.
3. Allow enough time to show the presentation in its entirety.
4. If you use handouts, be sure they are distributed after the presentation.

#### Procedures for Group Setting

1. Choose a point in the lesson where the slide/tape presentation will have the greatest impact.
2. After showing the slide/tape presentation, ask students to give highlights in their own words.
3. If necessary, show the presentation or parts of it again to emphasize points important to successful completion of the activities.
4. If necessary, make arrangements for students to use the slide/tape presentation on an individual basis.

#### Procedures for Individual Setting

1. Make sure space and equipment are available.
2. Check equipment to make sure it is working properly.
3. Demonstrate the procedures for using the equipment.

4. Have students view the slide/tape presentation as many times as necessary to understand the information given.

#### Instructions for Using Slides and Cassette Tapes

1. Pick up each slide by its frame so that you do not touch the film.
2. Arrange the slides in the slide tray in sequential order with the slide number in the upper right corner facing you.
3. Insert the cassette tape in the recorder/player.
4. Rewind the cassette tape to be sure it will start at the beginning.
5. Turn on the slide projector. The first slide should be projected on the screen.
6. Start the cassette player.
7. Depress the advance button at the sound of the "beep" if you are using the audible advance.

(NOTE: Review the above procedures with those students who will be using the package individually.

#### Student Checksheets

Student Checksheets provide a convenient means for the student to take notes while viewing the slide/tape presentation. The points identified on the Student Checksheet are those the student will have to be familiar with in order to complete the activities provided.

#### Resource Sheets

Resource sheets contain information essential to the activities and serve as reinforcement for the competency requirements covered by the slide/tape presentation. Students should use the resource sheets as instructed in each student activity packet.

#### Activity Sheets

Activity sheets are working papers for students. Students are instructed to use them when completing certain activities.

# SPELLING FOR THE OFFICE

## INSTRUCTOR'S GUIDE

### SPECIFIC INSTRUCTIONS

#### Introduction

Spelling for the Office is an audiovisual aid developed to help students refine and improve spelling skills in those categories of spelling problems that have traditionally caused difficulty for workers at all levels of employment.

This slide/tape presentation consists of 73 full-color slides, a cassette tape, an instructor's guide, a script, and a student activity packet that could be used as primary or supplementary instructional tools in a wide variety of courses. Any of these printed materials, which are not copyrighted, can and should be reproduced in order to provide an adequate supply of materials for completing the activities; there are no separately printed student materials.

#### Performance Objectives

If a student satisfactorily completes this instructional package, the following competencies can be expected:

1. The student will be able to locate specific information in a dictionary.
2. The student will be able to identify misspelled words.
3. The student will be able to correctly spell words commonly used in business.
4. The student will be able to determine when to use a dictionary to correctly spell unfamiliar or difficult words.

#### Special Notes to the Instructor

This instructional audiovisual package may be used in its entirety in a group setting or as a component of an individualized instruction curriculum. The instructor who desires to adapt this particular package to the specific needs of the program may find the following suggestions helpful:

1. The activities in the Student Activity Packet, as well as the tasks within Activity 3, may be completed in any order assigned by the instructor or desired by the student.
2. Within Activity 3, letter 1 contains more spelling errors that must be identified than do either letter 2 or 3. The instructor may wish to have the tasks within Activity 3 completed in inverse

order so that the most difficult task is completed last rather than first.

3. The instructions for Activities 2 and 3 require the student to produce a typewritten copy. The instructor may wish to have the student produce a handwritten copy if adequate typing skills are lacking.
4. The instructor who wishes to present this unit in smaller segments will find logical stopping points immediately following each of these slides: 13 (using the dictionary), 26 (homonyms), 36 (other homonyms), 52 (doubling the final consonant), 59 (dropping the silent e), 73 (ie-ei words).
5. If any of the provided activities cannot be used in your setting or if students require additional activities to achieve the performance objectives, refer to the section entitled Optional Student Activities. Neither resource sheets nor activity sheets are provided for these activities.

#### Time and Facilities

At least one 45- or 50-minute class period should be set aside for a brief introduction to and presentation of the slide/tape, which can be shown in any room that can be darkened or that has individual carrels equipped with slide carousels and cassette tape players. In addition, at least one class period should be set aside to discuss other types of spelling problems and solutions to them. Finally, the students should be able to complete the four provided activities in approximately three to four hours. These time estimates are provided as guidelines only. The actual time spent in completing this package will depend upon the amount of time needed to acquaint the students with these and other suggestions for improving spelling skills and with the abilities of the individual students. The estimated time needed to complete the provided activities is based on field test results of postsecondary students.

#### Suggestions for Discussion (for use in a group setting)

1. Before this slide/tape is presented, discuss with the students the performance objectives that must be met. Also discuss the importance of spelling in the business office.
2. Before presenting the slide/tape, discuss with the students what each of them perceives to be problem areas in spelling. Have other students respond by suggesting possible ways of solving the identified problems.
3. Either before or after the slide/tape has been presented, the instructor should collect pieces of correspondence that contain spelling errors. If made into transparencies, these pieces of correspondence could be used to initiate a discussion of the type

of impression the reader would form about the typist or about the company from whom the correspondence was received.

### Optional Student Activities

Four activities, one of which contains three separate tasks, are provided in the Student Activity Packet. These activities are designed to reinforce the information provided on the slide/tape presentation and to give students an opportunity to further develop their spelling skills.

The following suggestions for additional activities may be used with students who need further skill refinement in these competencies or in courses where the provided activities are inappropriate.

1. If this presentation is used in a group setting, have students individually turn in a list of the words (one to five words per list) that cause them the greatest spelling problems. Develop a composite list of all of the identified words and periodically test the students on these words.
2. Have each student begin a list of personal spelling "problems." Each time the student has to ask someone else how a word is spelled or has to look up a word in a dictionary, that word, its definition, and a mnemonic device for recalling it should be recorded on the list.
3. Require each student to purchase and bring to class (each day) a word book or pocket dictionary. Urge the students to rely on this resource anytime they are unsure of the spelling of a word. (This is not "truly" an activity, but it will help to encourage students to use these resources.)
4. Give periodic quizzes or tests on the list of 250 "Problem" Spelling Words that is contained within the Student Activity Packet.

### Suggested Evaluation Criteria

The following is a checklist that can be used when evaluating the student's successful completion of this packet. This checklist is not intended as a method of grading but merely as a means of determining whether or not the student has mastered the competencies presented in this package.

#### 1. Activity 1

- a. The student responded to all items. \_\_\_\_\_
- b. The form was completed neatly and accurately. \_\_\_\_\_
- c. Pronunciation was shown for each word listed. \_\_\_\_\_
- d. Definitions were complete and concise. \_\_\_\_\_

## 2. Activity 2

- a. The summary was typed in an acceptable format. \_\_\_\_\_
- b. The summary was typed neatly and accurately. \_\_\_\_\_
- c. All words were spelled correctly. \_\_\_\_\_

## 3. Activity 3

## a. Letter 1

- (1) The letter was typed in an acceptable style. \_\_\_\_\_
- (2) The letter was typed neatly and accurately. \_\_\_\_\_
- (3) All words were spelled correctly. \_\_\_\_\_
- (4) The student identified 18 misspelled words (100%). \_\_\_\_\_
- (5) The student identified 16 misspelled words (90%). \_\_\_\_\_
- (6) The student identified 14 misspelled words (80%). \_\_\_\_\_
- (7) The student identified 13 misspelled words (70%). \_\_\_\_\_
- (8) The student identified 11 misspelled words (60%). \_\_\_\_\_

## b. Letter 2

- (1) The letter was typed in an acceptable style. \_\_\_\_\_
- (2) The letter was typed neatly and accurately. \_\_\_\_\_
- (3) All words were spelled correctly. \_\_\_\_\_
- (4) The student identified 10 misspelled words (100%). \_\_\_\_\_
- (5) The student identified 9 misspelled words (90%). \_\_\_\_\_
- (6) The student identified 8 misspelled words (80%). \_\_\_\_\_
- (7) The student identified 7 misspelled words (70%). \_\_\_\_\_
- (8) The student identified 6 misspelled words (60%). \_\_\_\_\_

## c. Letter 3

- (1) The letter was typed in an acceptable style. \_\_\_\_\_
- (2) The letter was typed neatly and accurately. \_\_\_\_\_
- (3) All words were spelled correctly. \_\_\_\_\_
- (4) The student identified 14 misspelled words (100%). \_\_\_\_\_
- (5) The student identified 13 misspelled words (90%). \_\_\_\_\_
- (6) The student identified 11 misspelled words (80%). \_\_\_\_\_
- (7) The student identified 10 misspelled words (70%). \_\_\_\_\_
- (8) The student identified 8 misspelled words (60%). \_\_\_\_\_

## 4. Activity 4

- a. The student responded to all items. \_\_\_\_\_
- b. The student differentiated correctly between homonyms. \_\_\_\_\_

## 5. Completion time for activities

- a. Completion time less than suggested time limits. \_\_\_\_\_
- b. Completion time within suggested time limits. \_\_\_\_\_
- c. Completion time exceeded suggested time limits. \_\_\_\_\_

## KEYS TO ACTIVITIES

Keys are provided to each of the four activities.

The key to Activity 2 was prepared using a space-and-a-half vertical spacing; students using true business report format will have single spaced the summary. The format used for the key is for ease of reading only.

The words that are circled in Activity 3, Letters 1, 2, and 3, are those that were misspelled in the original, handwritten copy. Students may have been unsure of additional words and circled others; these "extra" circled words should not be penalized.

Activity 1Activity 2

1. Question 1
  - a. Sitka National Historical Park ('sit-ka)
  - b. reservation SE Alaska on Baranof Island near town of Sitka; Indian and Russian relics
2. Question 2
  - a. schadenfreude
    - (1) shäd-'n-,fröid-e)
    - (2) enjoyment obtained from others' troubles
  - b. kvashiorkor
    - (1) ,kwäsh-e-'ör-kar, -ör-'kó(e)r
    - (2) severe malnutrition in infants and children that is caused by a diet high in carbohydrate and low in protein
  - c. euphemism
    - (1) 'yü-fe-,mis-am
    - (2) the substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant
  - d. xenophile
    - (1) 'sen-a-,fíl, 'zén-
    - (2) one attracted to foreign things (as manner/ styles or people)
  - e. anesthetize
    - (1) a-,nes-the-,tís
    - (2) to subject to anesthesia (loss of sensation with or without loss of consciousness)

## SUMMARY AND CONCLUSIONS

The responses to the questions indicate that women have a long way to go to gain the self-confidence and acceptance of others needed to be effective managers. This does not mean that women are not competent; it simply means that they have not yet achieved the necessary status.

As is evidenced by the facts gathered in this survey, women seeking to prove their management abilities must overcome prejudices of both men and women. Potential female managers must also overcome self-doubt and the traditional attitudes exhibited by both men and women in the work force. "She is faced with a double-edged sword. Taking on the traits and attributes needed for a management role may leave her feeling somehow less feminine and more dominant aggressive. But if she fails to demonstrate these qualities, (she believes) she will not merit consideration for the position. Consequently, it may not be only overt discrimination or covert prejudicial attitudes held by others which keep women from entering management, but women themselves who are reluctant to enter the field since they may view the requisites for successful performance as being inconsistent with their self-image. Industry may need a kick, but so do women to make them aware of their potential."<sup>1</sup>

<sup>1</sup>Christine D. Hay, "Women in Management: The Obstacles and Opportunities They Face," *Personnel Administrator*, Vol. 25 (April, 1980), p. 33.

## Activity 3



## Grayson Industries

4001 Main St. McKinney, TX 75069

Current Date

Mr. Jordan L. Lucas  
310 Loop 319  
Greenville, TX 75401

Dear Jordan

It is always encouraging to see an employee who desires to further his education. This is an indication that that person is motivated and willing to learn--qualities looked for by employers.

Grayson Industries encourages its employees to take advantage of its continuing education program by offering to pay for all or a portion of the tuition involved. Company policy allows reimbursement of 100 percent of tuition costs for an A in the course, 75 percent for a B, and 50 percent for a C.

A three-hour course at Tarrant County Junior College, such as the one you just completed, costs \$60.75. You will be pleased to find, in your next pay envelope, a check for \$30.38, the amount to be refunded according to your grade in the course.

Enclosed is a schedule of classes for next semester. The Training Department at Grayson is always pleased to offer guidance and assistance in choosing which of the classes would best suit your needs.

Furthering your education leads to chances for advancement and higher pay. For these reasons, and for personal fulfillment, you will want to continue your studies. We wish you success in doing so.

Sincerely

Lisa Andrews  
Training Director

ref



## Grayson Industries

4001 Main St. McKinney, TX 75069

Current Date

Ms. Diane Smith  
Programming Supervisor  
L.V.D. Corporation  
11122 Akard  
Dallas, TX 75246

Dear Diane

Congratulations on your new position with L.V.D. Corporation. L.V.D. is a successful firm, and your new position should hold many promising opportunities for you.

During your three years as supervisor in our word processing division, your continuous dedication and hard work contributed many money- and time-saving techniques. Under your supervision the word processing division was always efficient and highly productive.

We hope that the knowledge and experience you gained from your employment with us will benefit your career; we have certainly benefited from the innovations you brought us. Again, congratulations.

Sincerely

Lisa Andrews  
Training Director

ref

## Activity 4



## Grayson Industries

4001 Main St. McKinney, TX 75069

Current Date

Mr. William Brisson  
P.O. Box 1004  
Lansing, MI 48909

Dear Mr. Brisson

We are pleased to learn that McKinney will gain a new citizen and that Grayson Industries will gain a new employee.

Once you are settled, I would like to sit down with you and explain the many opportunities the Training Department at Grayson can offer you. In the meantime, however, we are all working to make your move as easy as possible.

Enclosed is a map of the city, which points out schools, shopping centers, government offices, hospitals, apartment complexes, real estate offices, major industries, and other places of interest. Also enclosed is a packet containing general information about the city, a list of doctors, a discount coupon book, and other helpful information.

Your name and moving date have been given to the chairperson of the Homeowners' Club, an organization that helps people become acquainted with and settled in McKinney. Upon your arrival in McKinney, just call Mrs. Leslie Farmer, the chairperson, at 555-1111. She will see to it that your relocation goes as smoothly as possible.

Welcome to McKinney. We hope your new home will be all that you expect--and more.

Sincerely

Lisa Andrews  
Training Director

ref

- |                                                                       |                    |
|-----------------------------------------------------------------------|--------------------|
| 1. To produce a material influence upon or alteration in.             | 11 a. accede       |
| 2. Following established form or custom.                              | 8 b. accept        |
| 3. In the order given.                                                | 6 c. adapt         |
| 4. Having material existence                                          | 17 d. adopt        |
| 5. Going or extending beyond.                                         | 1 e. affect        |
| 6. To make fit, often by modification.                                | 10 f. council      |
| 7. At or to a greater distance or advanced point.                     | 19 g. counsel      |
| 8. To receive with consent.                                           | 13 h. effect       |
| 9. At an earlier time.                                                | 15 i. exceed       |
| 10. A group elected or appointed as an advisory or legislative body.  | 16 j. except       |
| 11. To express approval or give consent, often in response to urging. | 7 k. farther       |
| 12. A position in a series that follows the third position.           | 20 l. fiscal       |
| 13. The result of a previous occurrence.                              | 2 m. formally      |
| 14. Onward in time, place, or order.                                  | 9 n. formerly      |
| 15. To go beyond a limit set.                                         | 14 o. forth        |
| 16. Exclude.                                                          | 12 p. fourth       |
| 17. To take up and practice as one's own.                             | 5 q. further       |
| 18. Showing respect or deference.                                     | 4 r. physical      |
| 19. Advice given as a result of consultation.                         | 3 s. respectively  |
| 20. Of or relating to taxation.                                       | 18 t. respectfully |

| SLIDE NO. | SLIDE DESCRIPTION                                       | NARRATIVE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1         | Focus/Synchronize Slide                                 | OCL Logo                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2         | Title Slide                                             | Spelling for the Office                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3         | Stop Slide                                              | Before beginning this slide/tape presentation, stop the recorder and locate both a standard dictionary and the Student Checksheet which can be found in your Student Activity Packet. The dictionary will be used to complete the first exercise on the Student Checksheet; the checksheet itself provides a convenient means of taking notes on those portions of the presentation that you will need to know in order to confidently complete the activities that accompany this slide/tape presentation.                                                                       |
| 4         | caricature of a business executive holding a dictionary | Spelling, as defined in Webster's New Collegiate Dictionary, is the forming of words from letters, according to accepted usage. Spelling, as assessed by business people around the world, is a skill vital to every employee who must communicate in writing.                                                                                                                                                                                                                                                                                                                    |
| 5         | a variety of misspelled words                           | A misspelled word can create confusion, invoke laughter, and present a poor image of the writer and of the company. Business people often voice the criticism that entry-level employees cannot communicate; these employers specifically identify spelling as an area in which employees at all levels need increased skill.                                                                                                                                                                                                                                                     |
| 6         | shelves of books in a library                           | Proficient spellers are often avid readers--the more they read, the more often they encounter written words. The more often they see a word written correctly, the more likely they are to spell that word correctly in their own writing.                                                                                                                                                                                                                                                                                                                                        |
| 7         | Stop Slide                                              | If you are one of the millions of people who sometimes has problems with spelling, this slide/tape presentation will offer rules and techniques for improving spelling skill in the areas that commonly pose problems for writers. As various rules and techniques are introduced, you will be given opportunities to use them. Whenever you see this slide, you will be instructed to turn off the recorder and complete a specific exercise. When this occurs, locate the appropriate exercise on your Student Checksheet and complete it before turning the recorder on again. |
| 8         | a dictionary                                            | A dictionary is the most useful tool that any writer can possess. The dictionary will provide you with proper spelling, correct pronunciation, derivations, grammar and usage, and syllabication.                                                                                                                                                                                                                                                                                                                                                                                 |
| 9         | the dictionary entry for the word orthography           | Notice here that the word "orthography" is spelled o-r-t-h-o-g-r-a-p-h-y; that the second o is pronounced as it is in the word "cot"; that the y takes the sound of a long e; that we got the word from the Greeks; that the word is used as a noun; and that it contains four syllables.                                                                                                                                                                                                                                                                                         |

| SLIDE NO. | SLIDE DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | NARRATIVE                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10        | the dictionary entries for "Indian," "etc.," "Santa Claus," and character                                                                                                                                                                                                                                                                                                                                                                                                                                           | Dictionaries can also identify words that should be capitalized; the meanings of commonly used abbreviations; famous real and fictional people and places; and levels of word usage. Most large or unabridged dictionaries will even list and define idiomatic expressions such as "cat nap" and ivory tower."                                                                                                                               |
| 11        | the dictionary entry for the word "judgment"                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | A dictionary can even tell you which of two spellings for one word is preferred. Look at the dictionary entry for the word judgment; notice that the word can be spelled with or without an e preceding the m-e-n-t ending. Even though both spellings are technically correct, you know that judgment spelled without the e is preferred because it is listed first.                                                                        |
| 12        | Stop Slide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Now let's take a few minutes to allow you to practice using a dictionary. Locate exercise one on your Student Checksheet; then turn off the recorder and complete the exercise. When you have finished the assignment, restart the recorder and go to the next slide to check your answers.                                                                                                                                                  |
| 13        | <p>Answers to Exercise 1</p> <ol style="list-style-type: none"> <li>1. Late Latin "notorium" = information, indictment, neuter Late Latin "notorius" = making known; Latin "notus," plural of "nocere" = to come to know</li> <li>2. appendixes</li> <li>3. harsh or discordant sound; harshness in the sound of words or phrases</li> <li>4. for example</li> <li>5. ,res-ə-,präs-ət-ē</li> <li>6. 5</li> <li>7. Louisiana French</li> <li>8. o/oo</li> <li>9. Dear Mr. Chief Justice</li> <li>10. 1800</li> </ol> | <p>Check your answers to exercise one with those shown here. If you were able to find all of this information in your dictionary, you are obviously aware of the uses and functions of the dictionary. If you were unable to locate the answers to questions seven through ten, check your dictionary again. This information will be found in either the introductory pages or on the pages following the Z section of your dictionary.</p> |

| SLIDE NO. | SLIDE DESCRIPTION                                                                                                                                                 | NARRATIVE                                                                                                                                                                                                                                                                                                                                                             |
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| 14        | a collage of the problem areas to be discussed                                                                                                                    | Although people have spelling problems in a variety of areas, it would be impossible to discuss every word and its spelling; therefore, this slide/tape presentation will concentrate on those spelling problems that are common to many of today's business employees. We will address homonyms, doubling the final consonant, dropping the silent e, and i-e words. |
| 15        | GROUND RULES<br>1. When in doubt, use a dictionary.                                                                                                               | Before we begin our discussion, let's set some ground rules.<br>1. There will <u>always</u> be words whose spellings you will need to check in a dictionary or word book.                                                                                                                                                                                             |
| 16        | GROUND RULES<br>1. When in doubt . . .<br>2. Memorize spelling only when necessary                                                                                | 2. There are some words to which no rules apply; these words must be memorized. Limit the words you memorize to those that you must use frequently.                                                                                                                                                                                                                   |
| 17        | GROUND RULES<br>1. When in doubt . . .<br>2. Memorize spelling . . .<br>3. Increase reading to improve spelling                                                   | 3. Your spelling skills will grow if you increase the amount of reading you do.                                                                                                                                                                                                                                                                                       |
| 18        | GROUND RULES<br>1. When in doubt . . .<br>2. Memorize spelling . . .<br>3. Increase reading . . .<br>4. Practice spelling by increasing writing                   | 4. The rules that are addressed should be learned, not memorized. The only way to learn the rules is to use them--as you write and apply these rules, they will become a part of your bank of knowledge.<br><br>Now, let's begin our discussion.                                                                                                                      |
| 19        | HOMONYMS<br>WORDS PRONOUNCED ALIKE BUT WITH DIFFERING SPELLINGS AND MEANINGS<br>principal - principle<br>stationary - stationery<br>scene - seen<br>piece - peace | Homonyms, the first problem we will address, are words that sound alike but are spelled differently and have different meanings. Because homonyms sound so much alike, people often confuse the two words and use one spelling when they should use another.                                                                                                          |

| SLIDE NO. | SLIDE DESCRIPTION                                                                                                                                                          | NARRATIVE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 20        | <u>principal</u> principle                                                                                                                                                 | Many people find it easy to learn homonyms by choosing a series of letters out of the word and associating the correct spelling with that series of letters. For example, you might remember the difference between principal and principle by saying to yourself, "'P-r-i-n-c-i-p-a-l' is the person because the principal is my pal."                                                                                                                                                                                    |
| 21        | stationary      station <u>er</u> y                                                                                                                                        | Stationary and stationery can be differentiated by remembering that the word paper is spelled with an e-r ending; therefore, the stationery that contains e-r refers to paper products.                                                                                                                                                                                                                                                                                                                                    |
| 22        | scene <u>seen</u>                                                                                                                                                          | Scene and seen can easily be recalled because s-e-e-n refers to things that you see.                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 23        | <u>piece</u> peace                                                                                                                                                         | P-i-e-c-e can be differentiated from p-e-a-c-e because it contains the word pie--and you usually ask for a p-i-e-c-e of p-i-e.                                                                                                                                                                                                                                                                                                                                                                                             |
| 24        | MNEMONICS<br>A TECHNIQUE FOR IMPROVING<br>MEMORY                                                                                                                           | This technique of associating particular words with other things so that the spelling will be easier to remember is called mnemonics--a technique for improving your memory. You will probably not be able to think up mnemonic devices for <u>all</u> homonyms; but if you can find them for those words that consistently give you trouble, you will have an effective tool for learning.                                                                                                                                |
| 25        | Stop Slide                                                                                                                                                                 | To illustrate how this technique works and to assess your knowledge of homonyms, find exercise two on your Student Checksheet. Respond to as many of the items as possible without using a dictionary. If you must use a dictionary to find the correct answer to any of the items, try to think of a mnemonic device that you could use to help you remember the correct spelling. Now, turn off the recorder and complete the exercise. When you have finished, turn the recorder back on and proceed to the next slide. |
| 26        | Answers to Exercise 2<br>1. aide            6. lien<br>2. brake          7. minor<br>3. capital        8. alter<br>4. caret          9. waive<br>5. discreet      10. cite | Check your answers with those shown on this slide. Were you able to complete all of the sentences correctly without referring to a dictionary? If you have any incorrect answers on your Student Checksheet, take a minute now to go back and make the necessary corrections and to record mnemonic devices so that you can avoid these mistakes in the future. When you have finished, proceed to the next slide and more homonyms.                                                                                       |

| SLIDE NO. | SLIDE DESCRIPTION                                                                                                                                                                                           | NARRATIVE                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 27        | <p>SPECIAL PROBLEM HOMONYMS</p> <ol style="list-style-type: none"> <li>1. to, too, two</li> <li>2. its, it's</li> <li>3. there, their, they're</li> <li>4. your, you're</li> <li>5. whose, who's</li> </ol> | Some homonyms present special problems because they are used so frequently that people give little thought to them. Homonyms such as those shown here are often used interchangeably--because many people do not realize that their meanings dictate specific uses.                                                                                                                                       |
| 28        | repeat frame 27 with it's, they're, you're, and who's highlighted                                                                                                                                           | Even these problem homonyms <u>can</u> be conquered. First, look at the words highlighted on this slide; each contains an apostrophe which indicates that the word is a contraction. Therefore, i-t-apostrophe-s can <u>only</u> mean it is; t-h-e-y-apostrophe-r-e can <u>only</u> mean they are; y-o-u-apostrophe-r-e can <u>only</u> mean you are; and w-h-o-apostrophe-s can <u>only</u> mean who is. |
| 29        | repeat frame 27 with its, your, and whose highlighted                                                                                                                                                       | If you can remember the rule about the contraction, you should also be able to remember that i-t-s will be used whenever you do <u>not</u> mean it is; that y-o-u-r will be used whenever you do <u>not</u> mean you are; and that w-h-o-s-e will be used whenever you do <u>not</u> mean who is.                                                                                                         |
| 30        | repeat frame 27 with all but items 1 and 2 blacked out                                                                                                                                                      | Notice how quickly our list of problems is shrinking. We are left with only five words that can be classified as special problem homonyms--and even those can be eliminated.                                                                                                                                                                                                                              |
| 31        | repeat frame 30 with there and their highlighted                                                                                                                                                            | First, look at the words t-h-e-r-e and t-h-e-i-r; one of these words refers to a place and the other is a possessive pronoun. You will always know that t-h-e-r-e refers to a place if you notice that it contains the word here. And--if you don't want to say they are and if you don't want to refer to a place, you must use the spelling t-h-e-i-r.                                                  |
| 32        | repeat frame 27 with all but item 1 blacked out                                                                                                                                                             | The only three special problem homonyms left to consider are those that were probably introduced to you in the first grade. And like the others, these do not have to cause you trouble.                                                                                                                                                                                                                  |
| 33        | repeat frame 32 with two highlighted                                                                                                                                                                        | We can first eliminate t-w-o since it is totally unlike the other forms of the word. You learned that t-w-o was the spelling for the number two when you were in second grade, and by now it should be soundly entrenched in your memory.                                                                                                                                                                 |

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| 34        | repeat frame 32 with to and too highlighted                                                                                                                                                    |                                                                                                                  | The other forms of the word to are not really difficult to differentiate. Just remember that t-o-o means also or in addition to--and that you have to add an extra o "in addition to" the one that appears in the other form of the word, t-o.                                                                                                                                                       |    |
| 35        | Stop Slide                                                                                                                                                                                     |                                                                                                                  | Do you think you understand the rules and mnemonics we've just discussed? To insure your understanding, stop the recorder and complete exercise three on your Student Checksheet. Do not use a dictionary--just insert the form of the word that the rule or mnemonics tells you is correct. When you have completed the exercise, turn the recorder back on and check the accuracy of your answers. |    |
| 36        | Answers to Activity 3<br>1. They're      7. Whose<br>2. your          8. there<br>3. too           9. it's<br>4. Who's        10. two<br>5. its            11. their<br>6. you're       12. to |                                                                                                                  | Check your answers to exercise 3 by comparing them to those shown here. Did you correctly respond to every item? If all of your answers are right, you are ready to be introduced to some more ways to solve spelling problems; just proceed to the next slide. If you missed any of the correct responses, go back and review slides 23-27 before going on.                                         |    |
| 37        | begin                                                                                                                                                                                          | begining?<br>beginning?<br><br>occured?<br>occurred?<br><br>stoping?<br>stopping?<br><br>traveled?<br>travelled? | The second spelling problem that we will consider involves words such as begin, occur, stop, and travel--and what to do with that final consonant when you wish to add a suffix to the word.                                                                                                                                                                                                         |    |
| 38        | -ed<br>-ing                                                                                                                                                                                    | -ance<br>-ible                                                                                                   | To determine whether or not to double the final consonant of a word when adding a suffix such as e-d, i-n-g, a-n-c-e, i-b-l-e, or any other suffix that begins with a vowel, use the steps that are described in the next few slides. Just remember that if the consonant is to be doubled, the word must meet <u>all</u> of the conditions described.                                               |    |
| 39        | begin<br>occur                                                                                                                                                                                 | stop<br>travel                                                                                                   | First, the word you are considering must end in a single consonant. Notice that each of the words shown here meets this initial criterion.                                                                                                                                                                                                                                                           |    |

| SLIDE NO. | SLIDE DESCRIPTION                                                                                                                                                                             | NARRATIVE                                                                                                                                                                                                                                                                                                                                                                                                            |
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| 40        | begin                      stop<br>occur                      travel                                                                                                                          | Second, this final single consonant must be preceded by a single vowel. Again, notice that all four of the words we are examining meet this criterion.                                                                                                                                                                                                                                                               |
| 41        | begin (be-'gin) = begin <u>ning</u><br>occur (oc-'cur) = occur <u>red</u>                                                                                                                     | Finally, the word being considered must be pronounced with the accent on the final syllable. The two words shown here, begin and occur, are both accented on the final syllable; therefore, both require doubling of the final consonant when adding a suffix.                                                                                                                                                       |
| 42        | stop                      = stop <u>ped</u>                                                                                                                                                   | The word stop has only one syllable. All one-syllable words that meet the first two criteria require doubling of the final consonant.                                                                                                                                                                                                                                                                                |
| 43        | travel ('trav-el) = travel <u>ing</u>                                                                                                                                                         | The word travel, however, is accented on the first syllable. Therefore, the final syllable is <u>not</u> doubled when a suffix is added.                                                                                                                                                                                                                                                                             |
| 44        | cancel                  = cancell <u>ation</u><br>excel                    = excell <u>ent</u><br>transfer                = transferr <u>ing</u>                                              | Of course, as with almost all rules, there are exceptions to this one. Three of the most common of these exceptions are the words cancel, excel, and transfer. You will undoubtedly find other exceptions that are commonly used in your job. Memorize these exceptions so that you do not repeatedly misspell them.                                                                                                 |
| 45        | Stop Slide                                                                                                                                                                                    | Let's stop for a few minutes now and see how well you understand the process for determining whether or not to double the final consonant when adding a suffix to a word. Turn off the recorder and locate exercise 4 on your Student Checksheet. Once you have completed this exercise, turn the recorder back on and proceed to the next slide to check your answers.                                              |
| 46        | Answers to Exercise 4<br>1. prompted      6. controller<br>2. bidder        7. differing<br>3. propelled     8. omitting<br>4. expecting     9. benefited<br>5. limited        10. submitting | Do all of your answers match the ones shown here? If so, you have this concept in your grasp and you are ready to proceed to the next slide to learn more about doubling the final consonant. If not, review slides 37-44 before going any further.                                                                                                                                                                  |
| 47        | quit                      acquit                                                                                                                                                              | If you feel sure of what you have learned so far about how to determine whether or not to double the final consonant of a word when adding a suffix, we can examine three of the more difficult-to-understand aspects of this concept.<br><br>First, words such as quit and acquit do not appear to meet the second criterion for doubling the final consonant--a final single consonant preceded by a single vowel. |

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| 48        | quit = q(w)it = quitting<br>acquit = acq(w)it = acquitted                                                                                                          | However, when q-u precedes a vowel, the u is not considered to be a vowel because it takes the sound of w. Therefore, both quit and acquit require doubling of the final consonant when adding a suffix.                                                                                                                      |    |
| 49        | under stand                                                                                                                                                        | Second, compound words--large words made up of two or more smaller words--such as understand are treated as two separate words when determining whether or not to double the final consonant.                                                                                                                                 |    |
| 50        | understand = under/stand =<br>understandable                                                                                                                       | In other words, you would consider only the second half of the word--the word stand. Since stand does <u>not</u> have a single vowel preceding the final consonant, you would <u>not</u> double the d when adding a suffix.                                                                                                   |    |
| 51        | refer (re-'fer) = referring<br>referred                                                                                                                            | Finally, some words require doubling the final consonant when adding one suffix but not doubling the final consonant when adding a different suffix. For example, the word "refer" meets all of the criteria for doubling the final consonant.                                                                                |    |
| 52        | refer (re-'fer)<br>reference ('ref-er-ence)                                                                                                                        | However, when you want to change the word to "reference" by adding the suffix e-n-c-e, the accent moves from the last syllable to the first syllable--and the word no longer meets the third criterion for doubling the final consonant. Pronounce the words refer and reference to hear for yourself how the accent changes. |    |
| 53        | measur <u>e</u> = measured<br>measur <u>ing</u><br>measur <u>able</u>                                                                                              | The third spelling problem area that we will address involves dropping a silent e at the end of a word to add a suffix. Simply stated, this rule instructs us to drop the final silent e in a word such as "measure" when adding a suffix that begins with a vowel--                                                          |    |
| 54        | measure = measur <u>ement</u>                                                                                                                                      | but to retain the silent e when adding a suffix that begins with a consonant.                                                                                                                                                                                                                                                 |    |
| 55        | servic <u>e</u> = servic <u>able</u><br>pronounc <u>e</u> = pronounc <u>able</u><br>advantag <u>e</u> = advantag <u>eous</u><br>manag <u>e</u> = manag <u>able</u> | There are three exceptions to the rule governing dropping the silent e.<br>1. If the word you are considering ends in c-e or g-e, do <u>not</u> drop the final e before adding either a-b-l-e or o-u-s.                                                                                                                       |    |
| 56        | MISPRONUNCIATION<br>sing <u>e</u> = sing <u>ing</u> = sing <u>eing</u><br>CHANGED MEANING<br>dye = dy <u>ing</u> = dy <u>eing</u>                                  | 2. Do <u>not</u> drop the silent e if doing so will cause mispronunciation or a change in the meaning of the resulting word.                                                                                                                                                                                                  |    |

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| 57        | mile = mile <u>a</u> ge<br>acre = acre <u>a</u> ge<br>BUT<br>acknowledge = acknowl <u>e</u> dgment<br>judge = judg <u>e</u> ment                                                   | 3. Some words simply stand as exceptions to the rule. The words shown here as well as several others must be learned as exceptions, and their spellings must be memorized or checked in a dictionary to insure spelling them correctly.                                                                                                                                                                                             |
| 58        | Stop Slide                                                                                                                                                                         | To see if you are able to apply the rules we've just discussed, turn off the recorder and complete exercise five on your Student Checksheet. When you have completed the exercise, turn the recorder back on and proceed to slide 59 to verify your answers.                                                                                                                                                                        |
| 59        | Answers to Exercise 5<br>1. definitely    6. valued<br>2. writing        7. living<br>3. requirement   8. manageable<br>4. seeing        9. argument<br>5. advantageous 10. lively | Check your answers to exercise 5 with the answers shown here. Notice that item 9 is an exception to the rule--that it does not fall into any of the categories discussed but must be memorized or looked up in a dictionary. If your answers match those shown here, go on to the next slide; if not, review slides 47-57 before going on.                                                                                          |
| 60        | I before E<br>Except after C<br>Or when sounded like A<br>As in neighbor and weigh.<br>Four exceptions, if you please,<br>Are either, neither, weird,<br>and seize.                | The fourth spelling problem that plagues many of us involves words that contain an e-i or i-e combination of letters. If you remember the short poem that you learned some-time back in elementary school, you'll be able to solve many of the problems caused by these words. "I before E except after C, or when sounded like A as in neighbor and weigh. Four exceptions, if you please, are either, neither, weird, and seize." |
| 61        | I before E<br>achieve            patience<br>believe            recipient<br>convenient        review<br>friend             yield                                                  | Do you remember learning the poem? Whoever composed those lines give us an easily remembered rule for mastering i-e and e-i words.<br>I before E--most words follow this line.                                                                                                                                                                                                                                                      |
| 62        | Except after C<br>conceive           receipt<br>receive             conceit                                                                                                        | Except after C--if the letter c is written just before the combination of the letters e and i, the combination must appear as e-i, <u>not</u> i-e.                                                                                                                                                                                                                                                                                  |

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| 63        | <p>Or when sounded like A<br/>As in neighbor and weigh.</p> <p><u>neighbor</u>      <u>eight</u><br/><u>weigh</u>        <u>sleigh</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Or when sounded like A as in neighbor and weigh--when the combination of the letters e and i are pronounced like a long A, they must appear as e-i, <u>not</u> i-e.                                                                                                                                                                 |
| 64        | <p>Four exceptions, if you please,<br/>Are either, neither, weird,<br/>and seize.</p> <p>caffe<u>i</u>ne        <u>ne</u>ither<br/>code<u>i</u>ne        <u>pro</u>tein<br/>count<u>e</u>rfe<u>i</u>t    <u>se</u>ismograph<br/><u>e</u>ithe<u>r</u>        <u>se</u>ize<br/>Fahre<u>n</u>heit    <u>se</u>izure<br/>fore<u>i</u>gn        <u>sle</u>ight<br/>fore<u>i</u>gn<u>e</u>r     <u>so</u>vere<u>i</u>gn<br/>forfe<u>i</u>t        <u>so</u>vere<u>i</u>gn<u>t</u>y<br/><u>h</u>eigh<u>t</u>        <u>sur</u>fe<u>i</u>t<br/><u>le</u>isure        <u>we</u>ird<br/>(highlight either, neither,<br/>weird, and seize)</p> | Four exceptions, if you please, are either, neither, weird, and seize. Actually, there are a total of twenty words that are spelled with an e-i combination that does not follow the letter C and does not sound like a long A. These exceptions must be memorized or checked in a dictionary to insure accuracy.                   |
| 65        | "Except after C"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | That poem covers just about all of the possible cases in which you will use e-i or i-e. However, to fully cover <u>all</u> possibilities, let's go back to the line that reads "Except after C."                                                                                                                                    |
| 66        | <p>Other Exceptions</p> <p>con<u>sci</u>ence      <u>prof</u>icient<br/>defic<u>i</u>ent       <u>sci</u>ence<br/>effic<u>i</u>ent        <u>suff</u>icient<br/>financ<u>i</u>er</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                | There are seven words that do not follow this rule--that you spell with i-e even though the letter combination follows a C. Take a few seconds to look over this list and commit these words to memory. All of them except the word "science" are commonly used in business and should be part of your oral and written vocabulary. |
| 67        | Stop Slide                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | With that poem in mind, find exercise 6 on your Student Checksheet. As soon as you have located the exercise, turn off the recorder and complete the work assigned. Then, restart the recorder and proceed to the next slide to verify your answers.                                                                                |

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| 68        | Answers to Exercise 6<br><div><div>1. ei</div><div>6. ie</div><div>2. ie</div><div>7. ei</div><div>3. ei</div><div>8. ie</div><div>4. ie</div><div>9. ei</div><div>5. ei</div><div>10. ei</div></div> | Check your answers with those shown here. Did you complete each word correctly? If so, you've conquered some of the most difficult spelling problems. If some of your answers to exercise 6 were incorrect, take time to find out why you made these errors and to review slides 60-66.                                                                                                                                                   |
| 69        | photo of a dictionary and a word book                                                                                                                                                                 | The spelling problems that we have addressed in this slide/tape presentation are those that are most common. You may find that you have difficulty spelling words that fall into other categories or that only specific words create problems for you. Whatever your spelling problems, rely on a dictionary or a word book for solutions.                                                                                                |
| 70        | Improvement Techniques<br><div><div>1. Making &amp; Studying Lists</div><div>2. Increasing Reading</div><div>3. Devising Mnemonics</div><div>4. Learning New Words</div></div>                        | Other ways to improve your spelling ability include making and studying lists of words that you must frequently check in a dictionary; increasing the amount of reading you do; devising mnemonics whenever possible; and learning one new word, including its spelling and definition, each day.                                                                                                                                         |
| 71        | an entry from a dictionary for poor spellers                                                                                                                                                          | If you still have problems after trying several ways to improve your spelling skills, purchase a dictionary that's written especially for poor spellers. These dictionaries are organized for the person who even has problems finding a word in a regular word book or dictionary. Here, the words are misspelled as they would be by a poor speller. The correct spelling is shown next to the incorrectly spelled version of the word. |
| 72        | a chart depicting productivity falling as spelling errors increase                                                                                                                                    | We have all joked about poor spellers--but spelling is a serious matter. Employers today are very cost conscious, and poor spellers cause increased costs and decreased productivity. Therefore, you must take whatever steps are necessary to bring your spelling skills to an acceptable level.                                                                                                                                         |
| 73        | Credits Slide                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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## RESOURCES AND REFERENCES

## Books

The Bobbs-Merrill Company, Inc.  
4300 W. 62nd Street  
Indianapolis, IN 46268

A Modern Approach to Business Spelling (1979), deCaprio

Business Spelling and Word Power (1978), Lass

Gregg/McGraw-Hill  
Princeton Road  
Hightstown, NJ 08520

Spelling Drills and Exercises--Programmed for the Typewriter  
(1979), Brendel, Near

South-Western Publishing Co.  
5105 Madison Road  
Cincinnati, OH 45227

Spelling: A Mnemonics Approach (1977), Brown

**STUDENT ACTIVITY PACKET**

# SPELLING FOR THE OFFICE

## STUDENT ACTIVITY PACKET

### Introduction

One of the major complaints voiced by employers when asked what skills are lacking in entry-level employees is that these new workers lack the ability to communicate effectively. These same employers often elaborate on that statement by citing numerous instances in which they have encountered misspelled words in memos, letters, reports, records, and other documents. Employers are highly critical of employees who not only lack spelling skills but also lack the ability to recognize that they need to use a dictionary, a word finder, or some other source that will enable them to improve their spelling. Often the only contact a customer has with a company is through the written word; therefore, every word that is put on paper must be spelled correctly if the customer is to develop and maintain a positive impression about the company.

### Performance Objectives

After satisfactorily completing this instructional packet, you will be able to:

1. locate specific information in a dictionary.
2. identify misspelled words.
3. correctly spell words commonly used in business.
4. determine when to use a dictionary to correctly spell unfamiliar or difficult words.

### Materials

- \*Student checksheet for use with slide/tape presentation
- \*Resource sheet for activities 1-4
- \*Activity sheet for activities 1 and 4
- \*Letterhead paper (3)
- Dictionary
- Word book
- Pen or pencil
- Typewriter
- Typing paper
- Correction materials

\*These materials are provided as a part of this activity packet.

Directions

This packet contains four activities. Each activity is detailed on the resource sheet which contains instructions and/or needed information. To complete each of the activities, follow these steps:

1. Carefully read all of the instructions for the activity. All instructions are located on the Resource Sheet.
2. Assemble any materials you will need to complete the activity.
3. Complete the word assigned.
4. Check your work for completeness and accuracy.

When all activities have been completed, submit them to your instructor for evaluation.

STUDENT CHECKSHEET  
(To Be Used With Slide/Tape Presentation)

This sheet is a convenient means of taking notes during the slide/tape presentation. The answers to the questions presented here will be useful when completing the activities that accompany this presentation.

Exercise 1: Use a dictionary to answer each of the following questions.

1. What are the origins of the word "notorious"? \_\_\_\_\_  
\_\_\_\_\_
2. Which of the following spellings is the preferred plural of the word "appendix"--appendixes or appendices? \_\_\_\_\_
3. Define the word "cacophony." \_\_\_\_\_  
\_\_\_\_\_
4. What does the abbreviation "e.g." stand for? \_\_\_\_\_
5. Show the correct pronunciation for the word "reciprocity." \_\_\_\_\_  
\_\_\_\_\_
6. How many syllables does the word "justification" contain? \_\_\_\_\_
7. When the abbreviation "LaF" is used to show the etymology of a word, what does it stand for? \_\_\_\_\_
8. What sign (symbol) is used in business to indicate "per thousand"? \_\_\_\_\_  
\_\_\_\_\_
9. What is an appropriate salutation for a letter written to a chief justice of the United States Supreme Court? \_\_\_\_\_
10. In what year did the use of recent and/or present-day English originate? \_\_\_\_\_

Exercise 2: Circle the word that correctly completes each of the following sentences. If you must use a dictionary to correctly complete any of the sentences, think of a mnemonic device for remembering the spelling and describe it on the line provided.

1. Please ask the (aid, aide) who is assigned to this office to meet with the planning committee.

Mnemonic Device: \_\_\_\_\_

2. This machine has an automatic (brake, break) that will stop the drum if a foreign object comes in contact with it.  
Mnemonic Device: \_\_\_\_\_
3. We will have to invest \$10,000 of (capital, capitol) into this venture if we expect to get a substantial return on our money.  
Mnemonic Device: \_\_\_\_\_
4. Be sure to use a (carat, caret, carrot) to show any insertions you want to include in this report.  
Mnemonic Device: \_\_\_\_\_
5. Before discussing this matter with your managers, be sure to caution them to be (discreet, discrete).  
Mnemonic Device: \_\_\_\_\_
6. The mortgage company holds the first (lean, lien) on this building.  
Mnemonic Device: \_\_\_\_\_
7. Overlook the (miner, minor) errors and evaluate the report only on its content.  
Mnemonic Device: \_\_\_\_\_
8. Unless we are able to obtain that particular chemical compound, we will have to (altar, alter) the method we use to produce the cleaning solution.  
Mnemonic Device: \_\_\_\_\_
9. In order to be eligible for this project, you must (wave, waive) your right to any other grant money.  
Mnemonic Device: \_\_\_\_\_
10. If you refer to any other studies, you must (cite, sight, site) the source of your information.  
Mnemonic Device: \_\_\_\_\_

Exercise 3: Circle the form of the word that correctly completes each of the following sentences.

1. (Their, there, they're) unable to attend that meeting because of a previous commitment.
2. As soon as (your, you're) section of the report is complete, forward it to me at my home.
3. If I didn't feel the room would be (to, too, two) crowded, I would order another bookcase.
4. (Who's, whose) in charge of the office while the boss is out of town?

5. That typewriter needs to have (its, it's) cylinder replaced.
6. When (your, you're) ready to place an order, just phone us and ask for Sammie.
7. (Who's, Whose) department had the best safety record last month?
8. Any returned merchandise should be placed (their, there, they're) after it has been credited to the customer's account.
9. When (its, it's) your turn to be interviewed, please report to Conference Room B.
10. Should we order (to, too, two) engines so that we have a spare?
11. The researchers will present (their, there, they're) findings at our next staff meeting.
12. You must give your report (to, too, two) each member of the committee at least one week in advance of the scheduled meeting.

Exercise 4: To each listed word, add the suffix shown in parentheses. Correctly spell each word in the space provided.

- |                       |                        |
|-----------------------|------------------------|
| 1. prompt (ed) _____  | 6. control (er) _____  |
| 2. bid (er) _____     | 7. differ (ing) _____  |
| 3. propel (ed) _____  | 8. omit (ing) _____    |
| 4. expect (ing) _____ | 9. benefit (ed) _____  |
| 5. limit (ed) _____   | 10. submit (ing) _____ |

Exercise 5: To each listed word add the suffix shown in parentheses. Correctly spell the word in the space provided.

- |                          |                        |
|--------------------------|------------------------|
| 1. definite (ly) _____   | 6. value (ed) _____    |
| 2. write (ing) _____     | 7. live (ing) _____    |
| 3. require (ment) _____  | 8. manage (able) _____ |
| 4. see (ing) _____       | 9. argue (ment) _____  |
| 5. advantage (ous) _____ | 10. live (ly) _____    |

Exercise 6: Each of the words listed below contains two blank spaces. Fill the spaces with either e-i or i-e, whichever combination will correctly complete the spelling of the word shown.

- |               |               |
|---------------|---------------|
| 1. rec__ve    | 6. exper__nce |
| 2. conven__nt | 7. conc__ve   |
| 3. fr__ght    | 8. effic__nt  |
| 4. strateg__s | 9. v__n       |
| 5. __ther     | 10. for__gn   |

## 250 "PROBLEM" SPELLING WORDS

**A**  
 abbreviating  
 abridgment  
 accessible  
 accommodate  
 accumulate  
 acknowledgment  
 adaptability  
 admissible  
 admittance  
 adviser  
 aesthetic  
 affirmation  
 agenda  
 Albuquerque  
 all right  
 almost  
 already  
 applicability  
 argument  
 arrangement  
 ascend  
 assured  
 authoritative

**B**  
 baccalaureate  
 bankruptcy  
 beforehand  
 believable  
 belligerence  
 benefited  
 besiege  
 bias  
 bilingual

bookkeeper  
 boulevard  
 bouillon  
 bureaucracy  
  
**C**  
 caffeine  
 calendar  
 campaign  
 canceled  
 cancellation  
 cannot  
 category  
 chauvinism  
 Cincinnati  
 coalesce  
 coercion  
 coincide  
 collaboration  
 comedienne  
 comptroller  
 conciliate  
 condescension  
 Connecticut  
 conscience  
 conscious  
 convalesce  
 convenient  
 corroboration  
 counterfeit  
 curriculum  
  
**D**  
 dachshund  
 damageable  
 deferential

descendant  
 disseminate  
 dossier  
  
**E**  
 effervescence  
 elaboration  
 embarrass  
 emigrate  
 entrepreneur  
 exhibition  
 existence

**F**  
 facetious  
 Fahrenheit  
 fallible  
 fascinate  
 feign  
 fluorescent  
 forcible  
 fortieth  
 fulfill

**G**  
 gauge  
 grammar  
 grievance  
 grueling  
 guarantee  
 gymnasium

**H**  
 hallucinate  
 harass  
 height  
 hierarchical

hindrance  
 homogeneous

**I**  
 illegible  
 imminence  
 implicit  
 inadvertant  
 incurred  
 insistence  
 iridescent  
 irrelevant  
 irretrievable

**J**  
 jeopardize  
 judgment  
 judicious

**K**  
 Kalamazoo  
 kindergarten  
 knowledgeable

**L**  
 legible  
 leisure  
 liaison  
 lien  
 lightning  
 likable  
 liquefy  
 longevity  
 Louisiana

**M**  
 maintenance  
 manageable

marshal  
Massachusetts  
mayonnaise  
mediocre  
merchandise  
migraine  
millionaire  
Minneapolis  
Minnesota  
misspell  
morale  
mortgage  
mustache

## N

necessary  
neighbor  
nickel  
niece  
ninety  
noticeable  
notoriety

## O

obscure  
obsession  
occasion  
occurrence

## P

pamphlet  
parallel  
paralleled  
paraphernalia  
peculiar  
Pennsylvania  
percent  
percentage  
personnel

perspective  
picayune  
picturesque  
pinnacle  
Pittsburgh  
plagiarism  
plateau  
plurality  
pneumonia  
possess  
postscript  
precede  
prejudice  
prerequisite  
Presbyterian  
prestige  
privilege  
proceed  
pronunciation  
puzzle

## Q

questionable  
questionnaire

## R

reassure  
receipt  
receive  
recommend  
recur  
reiterate  
relieve  
renaissance  
rendezvous  
repertoire  
reprieve  
rescind

resistance  
retrievable  
reusable  
rhythm  
ridicule  
righteous

## S

sabbatical  
satiabile  
scheme  
secede  
seize  
sheriff  
shrewd  
simultaneous  
soothe  
sophomore  
spasm  
spontaneity  
strategy  
stymie  
success  
succumb  
suede  
sufficient  
supercede  
superstitious  
susceptible  
syllabus

## T

tangible  
technician  
temperament  
temporarily  
tenacious  
Tennessee

terrific  
theater  
thesaurus  
thorough  
tolerance  
tomorrow  
tranquility  
transferred  
transferral  
traumatic  
Tuesday

## U

ultimatum  
unconscionable  
unequaled  
unintelligible  
useful

## V

vaccinate  
vacillate  
vacuum  
vicinity

## W

waiver  
Wednesday  
weird  
wield  
worrisome

## X

X-ray

## Y

yield

## Z

ZIP code

## RESOURCE SHEET

## Activity 1

Instructions

1. Locate the activity sheet for Activity 1.
2. Use a dictionary to locate all information required in the activity.
3. Record all answers on the activity sheet provided.

## Activity 2

Your employer has prepared the report summary shown below. Before leaving the office for a staff meeting, your boss handed you the rough draft of the summary and asked that you check the spellings of the words that are circled, make any necessary corrections, and type the report in acceptable form.

Instructions

1. Carefully read the summary shown below.
2. Verify the spelling of each of the circled words.
3. On a separate sheet of paper, type the summary in an acceptable format.
4. Proofread your typed copy and make any necessary corrections.

## SUMMARY AND CONCLUSIONS

The responses to the questions indicate that women have a long way to go to gain the self-confidence and acceptance of others needed to be affective managers. This does not mean that women are not competent; it simply means that they have not yet achieved the necessary status.

As is evidenced by the facts gathered in this survey, women seeking to prove their management abilities must overcome prejudices of both men and women. Potential female managers must also overcome self-doubt and the traditional attitudes exhibited by both men and women in the work force. "She is faced with a double-edged sword. Taking on the traits and attributes needed for a management role may leave her feeling somehow less feminine and more dominant/aggressive. But if she fails to demonstrate these qualities, (she believes) she

will not marit consideration for the position. Consequently, it may not be only overt desccrimination or covert prejudical attitudes held by others which keep women from entering managment, but women themselves who are reluctent to enter the feild since they may view the requisities for succesful performance as being inconsistant with their self-image. Industry may need a kick, but so do women to make them aware of their potential."<sup>1</sup>

<sup>1</sup>Christine D. Hay, "Women in Management: The Obstacles and Opportunities They Face," Personnel Administrator, Vol. 25 (April, 1980), p. 33.

### Activity 3

You are employed as a secretary to three individuals. The one supervisor who is a notoriously poor speller gives you handwritten copies of three letters, asks you to type them in mailable form, and "assures" you that all of the words are spelled correctly.

#### Instructions

1. Carefully read each letter shown below.
2. Circle each word that you believe is spelled incorrectly.
3. Check the spelling of any word(s) whose spelling you are unsure of.
4. Insert the correct spelling above each circled word.
5. Type each letter on one of the provided sheets of letterhead, making the corrections you indicated.
6. Proofread your typed copy and make any necessary corrections.

#### Letter 1

*Mr. Jordan L. Lucas*

*310 Loop 319*

*Brensville, TX 75401*

*Dear Jordan*

*It is always encouraging to see an employee who desires to further his education. This is an indication that that person is ambitious and willing to learn—qualities looked for by employers.*

*Drayon Industries encourages its employees to take advantage of its continuing education program by offering to pay for all or a portion of the tuition involved. Company policy allows*

reimbursement of 100 per cent of tuition costs for an A in the course, 75 percent for a B, and 50 percent for a C.

A three-hour course at Tarrant County Junior College, such as the one you just completed, costs \$60.75. You will be pleased to find, in you're next pay envelop, a check for \$30.38, the amount to be refunded according to you're grade in the course.

Enclosed is a schedule of classes for next semester. The Training Department at Grayson is always pleased to offer guidance and assistance in choosing which of the classes would best suit your needs.

Furthering your education leads to chances for advancement and higher pay. For these reasons, and for personal fulfillment, you will want to continue your studies. We wish you success in doing so.

Sincerely  
Lisa Andrews  
Training Director

Letter 2

Ms. Diane Smith  
Programming Supervisor  
L. V. D. Corporation  
11122 Akard  
Dallas, TX 75246

Dear Diane

Congratulations on your new position with L. V. D. Corporation. L. V. D. is a successful firm, and your new position should hold many promising opportunities for you.

During you're three years as supervisor in our word processing division, your continuous dedication and hard work contributed many money- and time-saving techniques. Under your supervision

the ever progressing division was always efficient and highly productive.

We hope that the knowledge and experience you gained from your employment with us will benefit your career; we have certainly benefited from the innovations you brought us. Again, congratulations.

Sincerely

Lia Andrews

Training Director

### Letter 3

Mr. William Brinson

P.O. Box 1004

Lansing, MI 48909

Dear Mr. Brinson

We are pleased to learn that McKinney will gain a new citizen and that Grayson Industries will gain a new employee.

Once you are settled, I would like to sit down with you and explain the many opportunities the Training Department at Grayson can offer you. In the meantime, however, we are all working to make your move as easy as possible.

Enclosed is a map of the city, which points out schools, shopping centers, government offices, hospitals, apartment complexes, real estate offices, major industries, and other places of interest. Also enclosed is a packet containing general information about the city, a list of doctors, a discount coupon book, and other helpful information.

Your name and moving date have been given to the chairperson of the Newcomer's Club, an organization that helps people become acquainted with and settled in McKinney. Upon your

arrival in Mc Kinney, just call Mrs. Leslie Farmer, the chairperson at 555-1111. She will see to it that your relocation goes as smoothly as possible.

Welcome to Mc Kinney. We hope your new home will be all that you expect - and more.

Sincerely  
Lisa Andrews  
Training Director

#### Activity 4

##### Instructions

1. Locate the activity sheet for Activity 4.
2. Beside each word listed at the right, place the number of the answer from the left column that best defines the word.
3. If necessary, verify your responses by using a dictionary.
4. Record all answers on the activity sheet provided.

## ACTIVITY SHEET

## Activity 1

1. Your employer will be traveling to Sitka, Alaska, to attend a meeting, and wants you to locate some information about this area. Record below all of the information (including pronunciation) that the dictionary provides on the Sitka National Historical Park.

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2. The report that your employer will present at the meeting in Sitka contains the following unfamiliar words. Record the pronunciation and a brief definition for each word.

a. schadenfreude

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b. kwashiorkor

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c. euphemism

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d. xenophile

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e. anesthetize

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**Grayson Industries**

4801 Main St. McKinney, TX 75069

## ACTIVITY SHEET

## Activity 4

- |                                                                       |                       |
|-----------------------------------------------------------------------|-----------------------|
| 1. To produce a material influence upon or alteration in.             | _____ a. accede       |
| 2. Following established form or custom.                              | _____ b. accept       |
| 3. In the order given.                                                | _____ c. adapt        |
| 4. Having material existence.                                         | _____ d. adopt        |
| 5. Going or extending beyond.                                         | _____ e. affect       |
| 6. To make fit, often by modification.                                | _____ f. council      |
| 7. At or to a greater distance or advanced point.                     | _____ g. counsel      |
| 8. To receive with consent.                                           | _____ h. effect       |
| 9. At an earlier time.                                                | _____ i. exceed       |
| 10. A group elected or appointed as an advisory or legislative body.  | _____ j. except       |
| 11. To express approval or give consent, often in response to urging. | _____ k. farther      |
| 12. A position in a series that follows the third position.           | _____ l. fiscal       |
| 13. The result of a previous occurrence.                              | _____ m. formally     |
| 14. Onward in time, place, or order.                                  | _____ n. formerly     |
| 15. To go beyond a limit set.                                         | _____ o. forth        |
| 16. Exclude.                                                          | _____ p. fourth       |
| 17. To take up and practice as one's own.                             | _____ q. further      |
| 18. Showing respect or deference.                                     | _____ r. physical     |
| 19. Advice given as a result of consultation.                         | _____ s. respectively |
| 20. Of or relating to taxation.                                       | _____ t. respectfully |